A renewed focus on capability development is making a real difference to the state education system by focusing on the most important part of the system – the teacher.

Research shows that a successful approach to effective performance and development relies on a strong and supportive culture within our schools. The new teacher performance review process has been developed to enhance the quality of teaching in Queensland state schools and strengthen the focus on teacher performance development in achieving improved student outcomes.

Over a 12-month cycle, the process involves the development, implementation and review of a performance plan for every teacher, with ongoing feedback, input and support from principals and school leaders.

The process is made up of three distinct phases:
1. Reflection and goal setting.
2. Professional practice and learning.
3. Feedback and review.

Building on the department’s Developing Performance Framework, the Annual Performance Review (APR) process for teachers:
- aligns with and embeds the Australian Professional Standards for Teachers
- provides a common understanding of professional expectations
- promotes collegiality and collective responsibility for improvement in achievement
- helps teachers focus on continuous improvement
- assists teachers with self-reflection and self-assessment.

Support materials are available to assist teachers and school leaders with the APR process, including a performance development plan template, a step-by-step guide and a performance review process overview.

For more information visit the department’s Developing Performance Framework web page: www.education.qld.gov.au/staff/development/performance/index.html

Further resources for teachers are available at the Australian Institute for Teaching and School Leadership website at www.teacherstandards.aitsl.edu.au.